Ashley College Curriculum Overview 2025-2026

KEY STAGE 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Literature** Poetry Across Time A Poison Tree by WILLIAM BLAKE (1757–1827) Ozymandias by P B SHELLEY (1818) Wherever I Hang or Hurricane Hits England by GRACE NICHOLS (1950-) Quickdraw by CAROL ANN DUFFY (1955 -) *Understanding the main ideas in the poems.* *Comparison, analysis of language and structure.* *Independent student Interpretation and responses.* *Context* *(Lt-AO1)* *(Lt-AO2)* *(Lt-AO3)* **Bridge to GCSE – Literature: Paper 2**	**Language** Writers' views and perspectives – reading non-fiction texts *Synthesis of texts (Lg-AO1)* *Comparison of writers' ideas and perspectives (Lg-AO3).* *Comparison of writers' methods to convey meaning/s (Lg-AO3).* **Bridge to GCSE- Language Paper 2**	**Literature** **Shakespeare** Romeo and Juliet or The Tempest *Understanding of main themes, ideas, character.* *Critical response.* *Personal interpretation and response.* *Use of quotation and reference to text to support interpretations in closed book conditions.* *Analysis of language* *Context* *(Lt-AO1)* *(Lt-AO2)* *(Lt-AO3)* **Bridge to GCSE- Literature**	**Literature** **Shakespeare** Romeo and Juliet or The Tempest *Understanding of main themes, ideas, character.* *Critical response.* *Personal interpretation and response.* *Use of quotation and reference to text to support interpretations in closed book conditions.* *Analysis of language* *Context* *(Lt-AO1)* *(Lt-AO2)* *(Lt-AO3)* **Bridge to GCSE- Literature**	**Language/Literature** Explorations in creative reading Short story form (name of text-tbc) *Identify and interpret explicit and implicit information and ideas (Lg-AO1)* *Analysis of how writers use Language and Structure (Lg-AO2)* *Critical Evaluation* (Lg-AO4) **Bridge to GCSE Language Paper 1** **&** **Literature Paper 2**	**Language-** **Creative writing:** *Features of writing to Describe...* *Use of sentence Structure and Punctuation for impact* *Emphasis on crafting writing.* **Non-fiction discursive writing:** *Writing to present a point of view (argue).* *Planning within a time limit.* *Proofreading /accuracy (Lg-AO5) (Lg-AO6)* **Bridge to GCSE – Language Paper 1 & 2**
Maths	Unit 1 Number properties and calculations Unit 2 Sequences and equations Interleaving of other units	Unit 3 Statistics Unit 4 Fractions, decimals and percentages Interleaving of other units	Unit 5 Geometry in 2D and 3D Unit 6 Algebraic and real-life graphs Interleaving of other units	Unit 7 Multiplicative reasoning Interleaving of other units	Unit 8 Algebraic and geometric formulae Unit 9 Probability Interleaving of other units	Unit 10 Polygons and transformations Interleaving of other units
Science	Contact Forces Pressure Magnetism Electromagnets	Work Heating and Cooling Wave effects Wave properties	Elements Periodic Table Types of reactions Chemical energy 1	Climate Earth resources	Breathing Digestion Respiration	Photosynthesis Evolution Inheritance
History	The causes of the First World War: 1870-1914	The causes of the First World war: 1870-1914	The Holocaust	Conflict in the 20th Century (Communism, Fascism, the 'Cold War')	The decline of the British Empire: India	The decline of the British Empire: Africa Windrush

Computing	Using Computers Safely, Effectively and Responsibly Understand the importance of backup Keeping your identify secure on the internet Avoid being a victim of an email scam. Appreciate that there is no guarantee that the information on the Internet is accurate.	Understanding Computers Discuss the different ways and applications in which modern technology is used. Discuss future uses of technology and the pace of change.	Computational Thinking Understand how logic is used in different situations. Understand how abstractions are used in everyday life.	AI and machine learning Understand the origin and uses of AI. Understand how rules are used in AI decision making. Understand how bias can be introduced into AI algorithms and machine learning Consider some simple ethical hypothetical problems Understand and discuss ethical issues as they relate to AI Understand how jobs can be affected by AI and automation.	First Steps in Small Basic To use variables in a program To draw different shapes using turtle graphics	Animation in Animate CC: Animate a shape using frame-by-frame techniques Create a simple motion tween Create a simple animation using skills learned Spreadsheet modelling: Consider ways of increasing profit to meet a given target
Art	**Figurative** <u>Theme:</u> Portraiture + Hands of Life Drawing/ Painting Frida Kahlo (Oswaldo Guayasamín)	**Figurative** <u>Theme:</u> People Drawing Barbara Walker	**Natural Forms** <u>Theme:</u> Flowers Painting Georgia O'Keefee	**Natural Forms** <u>Theme</u>: Sea Shells Drawing/ 3D (papier mache) Antoni Gaudi	**Pop Art** <u>Theme:</u> Consume Drawing/ Printing (Graphic design) Andy Warhol Claes Oldenburg	**Pop Art** <u>Theme:</u> Interiors Architectural drawing, interior and 3D Design Roy Litchenstein Bill Barminski
Cultural Studies	**Arabic**	**Arabic**	**Japanese** Culture, the language and its people 1 Self-introductions in Japanese The Writing Systems: Hiragana/Katakana/Kanji/Romaji Learning how to read and write 5 rows of Hiragana	**Japanese** Culture, the language and its people 2 Learning how to read and write Katakana using topics of: - sports - food - j-pop - manga/anime	**Spanish** Cultural Zone: Food in the Spanish-speaking World video series Topic: Diet & Health Part 1 - talking about what you eat and drink; -using the verbs comer and beber; Grammar: present tense of regular verbs	**Spanish** Topic: Diet & Health Part 2 -giving opinions on food and drink; -forming negative expressions; -ordering food in a restaurant Grammar: use of tu and usted

Food	**Basic Cooking Skills** Health and safety Knife safety- simple cutting techniques The 'eatwell' plate Macronutrients Food hygiene and storage Following a simple recipe.	**Healthy Eating** The Eat well plate- best choices Micronutrients Reducing sugar Cooking techniques e.g. baking, boiling, sautéing	**Foods From Around the World and Special Diets** Other culture's cuisines Simple meal planning for teenager's requirements Factors affecting food choice Vegetarianism	**Foods From Around the World and Special Diets** Religious and ethical factors Calculating nutritional profiles Environmental impact of food choices Protein and alternatives choices	**Food Provenance, Local and Seasonal Food** Bread and baking Roux sauce and gelatinization Age groups and specific needs Reducing food waste Developing understanding of food choice	**Fairtrade and health snacks** Reducing sugar/ using alternatives Incorporating fair-trade ingredients Product design Presentation
PSHCE	**Health and wellbeing/Relationships** Child on Child Abuse Healthy and unhealthy friendships Assertiveness and gang exploitation Peer influence, substance use and gangs and bullying Grooming and cyber safety	**Living in the Wider World** Enterprise skills and introduction to careers Challenging career stereotypes and raising aspirations Developing skills and aspirations Setting goals Learning strengths, career options and goal setting as part of the GCSE options process Equality of opportunity in careers and life choices, and different types and patterns of work Personal safety including road/transport safety	**Living in the Wider World –** Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia Diversity, prejudice, and bullying, child on child abuse The precious liberties enjoyed by the citizens of the United Kingdom The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals Addressing extremism and radicalisation FGM	**Sex and relationships** SRE Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	**Health and wellbeing** Mental health and emotional wellbeing, including body image and media reliability and coping strategies Puberty Influences on health - Diet, exercise, lifestyle balance and healthy choices Alcohol and drug misuse and pressures relating to drug use	**Living in the wider world/Health and Wellbeing** Planning and carrying out an enterprise project Transition of key stages and changes First Aid
Drama	N/A	N/A	**Moral dilemmas** Students explore a variety of moral dilemmas through class-based discussion, role play, and scripted work– some amusing, some more serious *Big question:* *Is stealing ever justifiable?*	**Communication** *Expressing yourself and Interpreting the Expressions of others* Recognising the emotions of others can be a challenge for some of our students, especially those with an ASD diagnosis. This unit focuses on how we can clearly express our own feelings so that we are understood as well as how we read the emotions of others *Gestures, Expressions (Facial and Vocal) Movement and Space* How we express	**Peer on Peer Abuse** A playscript e.g. 'The Terrible Fate' is used as a vehicle to explore this issue	**Transition Tasters** Preparing students for drama lessons in the mainstream – taster lessons on different themes *Non-naturalistic theatre* *Abstract* *Physical theatre* *Reviewing a play* *Directing a scene*

REP	Belief Systems	Moral Dilemmas Part 1	Modern Day Leaders Part 1	Moral Dilemmas Part 2	Modern Day Leaders Part 2
	Describe ideas about what belief is. Describe their own and others' beliefs about God, Jewish and Muslim identities and what it means to belong to a community. Describe the Passover meal and the hajj pilgrimage. Describe who they are and identify what is important to them. Discuss issues relating to belief. Compare some of the things that influence them with those that influence others. Suggest some reasons as to why it might be important for a believer to belong to a faith.	Begin to appreciate the difficulty in making moral decisions. Be able to give examples of moral guidance from several sources. Have an appreciation of how their moral values have been shaped (e.g. through parental guidance, role models, religious or philosophical tradition, the media).	Know key events in the lives of Gandhi & Martin Luther King, Rosa Parks and Aung San Suu Kyi. Understand that they were influenced by their faith. Understand the principle of non-violent protest. Be able to recognise some aspects of the lives of these people in other leaders known to them. Understand the qualities that make a good leader. Reflect on how their beliefs might influence their lives. Reflect on difficult situations and consider a non-violent response.	Be able to give some examples of people who have been inspired by their religion to acts of social responsibility. Have some familiarity with religious responses to questions of morality. Know how the Jewish and Muslim concepts of charity relate to the idea of justice. Be able to fit an individual's actions into the context of their culture. Begin to formulate their own response to moral issues.	Know key events in the lives of Rosa Parks and Aung San Suu Kyi. Understand that they were influenced by their faith. Understand the principle of non-violent protest. Be able to recognise some aspects of the lives of these people in other leaders known to them. Know about the religious foundations for the concepts of stewardship, langar and various forms of charity.

YEAR 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Language** **Paper 1:** **Explorations in creative reading: Reading** Extracts from: The Purple Hibiscus (family, school) 1984 (power, gov, rights) The Kite Runner (family, traditions) Enduring Love (death, choices, responsibility) *Identify and interpret explicit and implicit information and ideas (Lg-AO1).* *Analysis of how writers use language and structure (Lg-AO2).* *Critical evaluation (Lg-AO4).* *Textual references.*	**Language** **Paper 1:** **Explorations in creative writing** Write to describe (Using images- (photographs & paintings –as a stimulus) *Features of writing to Describe.* *Use of sentence Structure and Punctuation for impact* *Emphasis on crafting writing.* *(Lg-AO5)* *(Lg-AO6)*	**Language** **Paper 2:** **Writers' views and perspectives –Reading** non-fiction texts: (Texts about living conditions/poverty Texts about fairs) *Synthesis of texts (Lg-AO1)* *Comparison of writers' ideas and perspectives (Lg-AO3).* *Comparison of writers' methods to convey meaning/s (Lg-AO3).*	**Language** **Paper 2:** **Writers' views and perspectives – Reading** non-fiction texts (Texts about crime Texts about schools) *Synthesis of texts (Lg-AO1)* *Comparison of writers' ideas and perspectives (Lg-AO3).* *Comparison of writers' methods to convey meaning/s (Lg-AO3).*	**Language** **Paper 2:** **Writers' views and perspectives**: **Discursive writing:** *Form: letter,* *Purpose: explain, argue, persuade* *Writing to present a point of view.* *Planning within a time limit.* *Proofreading /accuracy.* *(Lg-AO5)* *(Lg-AO6)*	**Language** **Paper 1:** **Explorations in creative reading:** Reading **Spoken Language:** *Skills of presentation with emphasis on planning, self and peer evaluation.* (Lg-AO7) (Lg-AO8) (Lg-AO9)
Maths	Unit 1 Number Unit 2 Algebra Unit 3 Graphs, tables and charts	Unit 4 Fractions and percentages Unit 5 Equations, inequalities and sequences	Unit 6 Angles Unit 7 Averages and range Unit 8 Perimeter, area and volume 1	Unit 9 Graphs Unit 10 Transformations	Unit 11 Ratio and proportion Unit 12 Right-angled triangles Unit 13 Probability	Unit 14 Multiplicative reasoning Unit 15 Constructions, loci and bearings
Science	**<u>Building Blocks</u>** States of matter Atomic structure The use of models to explain science Cells in animals and plants Moral issues involved in genetic engineering and cloning Waves Unproven fears about the effect of EM radiation and the real dangers	**<u>Building blocks for understanding</u>** The periodic table Chemical quantities Mathematical calculations in moles and bond energies	**<u>Transport over larger distances</u>** Systems in the human body Plants and photosynthesis Plant's place in keeping the atmosphere in balance removing carbon dioxide and production of oxygen	**<u>Interactions over small and large distances</u>** Forces and energy changes Renewable energy sources Structure and bonding Linked back to chemical quantities Magnetism and electromagnetism	**<u>Interactions with the environment</u>** Lifestyle and health Link with health issues in PE and Food Tech. Radiation and risk Link back to Waves and EM spectrum	**<u>Interactions with the environment (continued)</u>** Preventing, treating and curing diseases Looking at the pandemic Production and development of drugs and vaccines

History	**Paper 1: 'Understanding the Modern World'** Section B Wider World depth studies Conflict and tension, 1919-39	**Paper 1: 'Understanding the Modern World'** Section B Wider World depth studies Conflict and tension, 1919-39	**Paper 1: 'Understanding the Modern World'** Section A: Period study America 1920-1973: Opportunity and Inequality	**Paper 1: 'Understanding the Modern World'** Section A: PERIOD STUDY America 1920-1973: Opportunity and Inequality	**Paper 2:** **'Shaping the nation'** Section B British Depth study and historic environment Elizabethan England c1568-1603	**Paper 2:** **'Shaping the nation'** Section B British Depth study and historic environment Elizabethan England c1568-1603
Art	**Textile** <u>Theme:</u> Natural World Indonesian artwork Rosi Robinson Ebony G Patterson	**Textile** <u>Theme:</u> Natural World Printing and mixed media William Morris Alice Frost	**Surrealism** <u>Theme:</u> Dreams Painting Realism / Digital Art / Photography Photomontage (Magritte, Dali)	**Surrealism** <u>Theme:</u> Dreams Pattern and repetition 3D Project /clay Yayoi Kusama	**Surrealism** <u>Theme:</u> Dreams and Reimagined spaces Giorgio De Chirico, Dorothea Tanning (Interior Design and Architecture)	**Surrealism** <u>Theme:</u> World Reimagined Film / Photography / Installation
Food BTEC (taught concurrently with GCSE)	**Starters, Mains and Desserts** (2.1, 2.2, 2.3, 2.4 evidenced in every practical) Hygiene and safety Level 2 Food and Hygiene Eat well plate (food groups and function) Reducing sugar Following a recipe Cooking techniques e.g. mashing, roasting, frying, baking Blending/ liquidising Knife safety- cutting techniques	**Starters, Mains and Desserts** (2.1, 2.2, 2.3, 2.4 evidenced in every practical) Developing skills: baking, pastry, frying Food provenance Seasonal food Food storage Meal plans	**Foods from Around the World** (2.1, 2.2, 2.3, 2.4 evidenced in every practical) Macronutrients Micronutrients Developing cooking and presentation techniques Different cultures staple foods Ethical factors in food choices	**Foods from Around the World** (2.1, 2.2, 2.3, 2.4 evidenced in every practical) Chefs from around the world (BAME) Nutritional needs of age groups Special diets How region, climate and terrain affect staples, ingredient choices and recipes Cooking and preparation techniques	**Afternoon Tea Event** Hospitality and Event Planning (2.1, 2.2, 2.3, 2.4 evidenced in every practical) Cake methods Pastry Event planning	**Practise Exam Brief** 1.1 plan a nutritious two-course meal 2.1 select and prepare ingredients for recipes for a nutritious, two course meal 2.2 use cooking skills when following the recipes 2.3 demonstrate food safety and hygiene throughout the preparation and cooking process 2.4 apply presentation skills when serving the meal 3.1 explain ways to economise when cooking at home 4.1 identify ways information about cooking meals at home from scratch has been passed on to others

Food + Nutrition GCSE (taught concurrently with BTEC)	**Health and safety relating to food, nutrition and the cooking environment.** **(1.1,1.2,1.3,1.4,1.5)** Safe and hygienic working practices relating to the individual and the cooking environment. Potential hazards and risks in the cooking environment. Hazard Analysis Critical Control Point (HACCP). Minimising risk in the cooking environment. Safe and hygienic working practices when using cooking equipment and utensils. **Food preparation, cooking skills and techniques** 5.1 Key stages and the purpose of a recipe.	**Food legislation and provenance (2.1,2.2,2.3,2.4,2.5)** The Foods Standards Agency and food safety legislation Food provenance Food transportation Food processing Why food is processed Advantages of processed food Disadvantages of processed food Food manufacturing **5.2 The characteristics and function of ingredients.**	**Food groups, key nutrients and a balanced diet** **(3.1,3.2, 3.3)** Food groups The components of a balanced diet Proportions of the food groups UK government healthy eating tips Nutrients **5.3 Preparation skills.**	**Food groups, key nutrients and a balanced diet** **(3.1,3.2, 3.3)** Sources and functions of macronutrients Sources and functions of micronutrients Sources and functions of minerals Sources and functions of water Nutrient imbalances **5.4 Cooking techniques and skills**	**Food groups, key nutrients and a balanced diet** **(3.4, 3.5, 3.6, 3.7)** Fibre Nutritional requirements for different groups of people Food-related health conditions Health conditions Intolerances Allergies Nutritional information on food labels **5.2 The characteristics and function of ingredients.**	**Factors affecting food choice** **(4.1, 4.2, 4.3)** Social factors Environmental factors Seasonality **5.5 Presentation skills to include garnishing and decoration.**
Drama	n/a	n/a	**Moral dilemmas** Students explore a variety of moral dilemmas through class-based discussion, role play, and scripted work– some amusing, some more serious *Big question:* *Is stealing ever justifiable*	**Communication** *Expressing yourself and Interpreting the Expressions of others* Recognising the emotions of others can be a challenge for some of our students, especially those with an ASD diagnosis. This unit focuses on how we can clearly express our own feelings so that we are understood as well as how we read the emotions of others *Gestures, Expressions (Facial and Vocal) Movement and Space* How we express	**Peer on Peer Abuse** The playscript 'The Terrible Fate' is used as a vehicle to explore this issue	**Transition Tasters** Preparing students for drama lessons in the mainstream – taster lessons on different themes *Non-naturalistic theatre* *Abstract* *Physical theatre* *Reviewing a play* *Directing a scene*
PSHCE	**Health and wellbeing** Promoting self-esteem – body image Transition to key stage 4 and developing positive study habits	**Relationships/Health and wellbeing** Managing romantic relationship challenges including break ups Child on child abuse Families and parenting, healthy	**Sex and relationships** Sex education including contraception Child on child abuse E safety	**Living in the wider world** Politics Government systems beyond the UK UK relationships with Europe and	**Living in the wider world** Diversity, respect and understanding Child on child abuse Addressing extremism and	**Living in the wider world** Work Experience Evaluation of work experience and readiness for work

	Mental health - stigma, safeguarding health, including during periods of transition or change Child on child abuse	relationships, conflict resolution, and relationship changes Managing change, grief and bereavement E safety	with complex problems	the wider world Parliamentary democracy Electoral systems The legal system in the UK, different sources of law and how the law helps society deal	radicalisation FGM Communities, belonging and challenging extremism Human rights and international law FGM Exploring the influence of the media and E safety	Financial decision making - income and expenditure, credit and debt, insurance, savings and pensions, financial products and risks of gambling First Aid

YEAR 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Language** **Paper 2:** **Writers' views and perspective- Reading** <u>Texts about surfing</u>: Morning Glass The Hawaiian Archipelago <u>Texts about snow</u> The Death Zone by Matt Dickinson London Snow <u>Texts about holidays</u> Why working parents like me dread the summer holidays A letter about a national bank holiday in 1882. *Identify and interpret explicit and implicit information and ideas (Lg-AO1).* *Analysis of how writers use language and structure (Lg-AO2).* *Critical evaluation (Lg-AO4).* *Textual references*	**Language** **Paper 2:** **Writers' views and perspective.** **Discursive writing:** *Form: letter, speech, article* *Purpose: explain, argue, persuade* *Writing to present a point of view.* *Planning within a time limit.* *Proofreading /accuracy.* *(Lg-AO5)* *(Lg-AO6)*	**Language** **Paper 1:** **Explorations in creative Reading:** <u>TEXTS</u> Minty Alley by C. L. R. James The Street of the Blank Wall by Jerome K. Jerome **Spoken Language Presentations (Non-exam assessment)** *Skills of presentation with emphasis on planning, self and peer evaluation.* (Lg-AO7) (Lg-AO8) (Lg-AO9)	**Language** **Paper 1 & 2:** **Explorations in creative reading & writing:** **Writing – revision** **Paper 1: Write to describe, narrate** *Crafting writing.* *Writing in timed conditions.* *Accuracy.* *Proofreading.* *(Lg-AO5)* *(Lg-AO6)* **Paper 2: Write to explain, argue & persuade** *Form: letter, speech, article* *Purpose: explain, argue, persuade* *Writing to present a point of view.* *Planning within a time limit.* *Proofreading /accuracy.* *(Lg-AO5)* *(Lg-AO6)*	Exams Revision of Papers 1 & 2	Exams
Maths	Recap from missed units (first two weeks) Unit 10 & Unit 15 Unit 16 Quadratic equations and graphs Unit 17 Perimeter, area and volume 2	Unit 18 Fractions, indices and standard form Unit 19 Congruence, similarity and vectors	Unit 20 - More algebra Revision ad practice papers with focus on geometry, measures and probability	Revision and practice papers with focus on numbers, algebra and statistics	Revision ad practice papers with focus on number and algebra	Final revision covering all the areas Final GCSE Exams
Science	**<u>UNIT 7</u>** **<u>Movement and interactions</u>** Forces and Motion Link to use of drugs / alcohol with reaction time and road safety Electricity Acids and Alkalis Maths of concentration and titration	**<u>UNIT 7 (continued)</u>** **<u>Movement and interactions</u>** The rate and extent of chemical change Chemical quantities Atoms and ions Maths of scale, suffixes + prefixes	**<u>UNIT 4</u>** **<u>Explaining change</u>** The Earth's atmosphere Global responsibility for national issues – Pollution; global warming; ozone. Ecosystems and biodiversity Valuing all in nature and the contribution each makes to	**<u>UNIT 8</u>** **<u>Guiding spaceship Earth to a sustainable future</u>** Carbon Chemistry Link back to the role of plants in the carbon cycle and maintaining the environment. Resources of materials and energy The importance of recycling and	Revision of year 10 work & past paper Practise	

		In measurements and magnification	maintain balance. Inheritance, Variation and evolution Link back to the issues covered in genetics	upcycling.		
History	**Paper 2:** **'Shaping the nation'** Section B British Depth study and historic environment Elizabethan England c1568-1603	**Paper 2:** **'Shaping the nation',** Paper 1 Section A British thematic studies Health and the People or Power and the people or Migration and Empire	**Paper 2:** **'Shaping the nation',** Paper 1 Section A British thematic studies Health and the People or Power and the people or Migration and Empire	**Paper 2:** **'Shaping the nation',** Paper 1 Section A British thematic studies Choice: Health and the People or Power and the people or Migration and Empire	**Revision** All topics – exam papers	**Revision** All topics – exam papers
Art	Theme: **World Reimagined** complete work Develop ideas through investigations, demonstrating critical understanding of sources Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes Record ideas, observations and insights relevant to intentions as work progresses Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	**Portfolio work / Mock exam** Theme: **Reflection** or any other suitable exam theme Develop ideas through investigations, demonstrating critical understanding of sources Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes Record ideas, observations and insights relevant to intentions as work progresses Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	**Portfolio work/ Complete any outstanding work + Externally set** Theme: **Reflection** or any other past + exam set theme. Work on completing work for any past themes Develop ideas through investigations, demonstrating critical understanding of sources Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes Record ideas, observations and insights relevant to intentions as work progresses Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	Theme: **Exam/ Externally Set Theme** Develop ideas through investigations, demonstrating critical understanding of sources Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes Record ideas, observations and insights relevant to intentions as work progresses Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	**Completion of all projects and curation of best of portfolio work for submission**	N/A

MFL – Chosen language e.g. Portuguese	Getting to know the Syllabus and Exam Papers and Criteria for Marking Sample Assessments: Listening Reading Writing Speaking	Theme 1: Identity and culture Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages) Cultural life: celebrations and festivals; reading; music; sport; film and television	Theme 2: Local area, holiday and travel Holidays: preferences; experiences; destinations Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping Town, region and country: weather; places to see; things to do Theme 3: School What school is like: school types; school day; subjects; rules and pressures; celebrating success School activities: school trips; events and exchanges	Theme 4: Future aspirations, study and work Using languages beyond the classroom: forming relationships; travel; employment Ambitions: further study; volunteering; training Work: jobs; careers and professions Theme 5: International and global dimension • Bringing the world together: sports events; music events; campaigns and • good causes • Environmental issues: being 'green'; access to natural resources		
Food BTEC (taught concurrently with GCSE for some pupils)	**Ethnic Cuisine Brief** 1.1 plan a nutritious two-course meal 2.1 select and prepare ingredients for recipes for a nutritious, two course meal 2.2 use cooking skills when following the recipes 2.3 demonstrate food safety and hygiene throughout the preparation and cooking process 2.4 apply presentation skills when serving the meal 3.1 explain ways to economise when cooking at home 4.1 identify ways information about cooking meals at home from scratch has been passed on to others	**Special Diet Brief** 1.1 plan a nutritious two-course meal 2.1 select and prepare ingredients for recipes for a nutritious, two course meal 2.2 use cooking skills when following the recipes 2.3 demonstrate food safety and hygiene throughout the preparation and cooking process 2.4 apply presentation skills when serving the meal 3.1 explain ways to economise when cooking at home 4.1 identify ways information about cooking meals at home from scratch has been passed on to others	**Exam Brief** 1.1 plan a nutritious two-course meal 2.1 select and prepare ingredients for recipes for a nutritious, two course meal 2.2 use cooking skills when following the recipes 2.3 demonstrate food safety and hygiene throughout the preparation and cooking process 2.4 apply presentation skills when serving the meal 3.1 explain ways to economise when cooking at home 4.1 identify ways information about cooking meals at home from scratch has been passed on to others	**Exam Brief** 1.1 plan a nutritious two-course meal 2.1 select and prepare ingredients for recipes for a nutritious, two course meal 2.2 use cooking skills when following the recipes 2.3 demonstrate food safety and hygiene throughout the preparation and cooking process 2.4 apply presentation skills when serving the meal 3.1 explain ways to economise when cooking at home 4.1 identify ways information about cooking meals at home from scratch has been passed on to others		
GCSE Food + Nutrition (taught concurrently with BTEC for some pupils)	Recipe amendment, development, and evaluation (6.1,6.2)	Interpreting a customer brief. Menu planning. Action planning.	NEA TASK	NEA TASK		

		Evaluate the planning and outcome of completed dishes against the requirements of a customer brief. (7.1, 7.2, 7.3, 7.4)				
PSHCE	**Health and wellbeing** Study skills Personal values and assertiveness - Learning and revision skills Building for the future and mental health Stress management and identifying signs of poor mental health Promoting self-esteem – body image	**Living in the wider world - careers** College/Apprenticeships application process Skills for employment and career progression Promoting self-esteem and building for the future and mental health E safety	**Sex and relationships** Communication in relationships Intimate relationships Responsible health choices Child on child abuse **Living in the wider world - careers** College/Apprenticeships application process	**Sex and relationships** Contraception Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography E safety LGTBQ +	**Living in wider world** Human rights and international law Other systems and forms of government Challenging extremism and radicalisation FGM Safety in independent contexts	First Aid/additional SRE offered online if after Yr 11 leaving